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ABSTRACT

The Illinois School Code requires that each student be taught the role and contributions of blacks and other ethnic groups in America. In this handbook aids are provided for elementary and secondary teachers striving to present meaningful ethnic studies learning experiences to their students. Definitions and desirable goals for ethnic studies programs are clarified as a basis for implementation of multiethnic materials into a curriculum. Examples are provided as to how this may be achieved. One element necessary in the provision of a multiethnic curriculum is the heightened awareness of and sensitivity to cultural differences. Classroom activities designed for encouraging this sensitivity at the middle, junior, and senior high levels are presented. The inclusion of cognitive material, while simultaneously challenging the student's mind and attitudes, is seen as necessary in creating a meaningful ethnic studies curriculum. In this context activities which focus on decision making and value strategies are suggested. A resource guide, primarily for the state of Illinois, is included, but readers are encouraged to seek out their own ethnic education resources. In addition, guidelines for the evaluation and selection of valid instructional materials are offered. Nationally available checklists for the evaluation of multiethnic education policies and practices are duplicated and appended to this document. (GC)

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STATE BOARD OF EDUCATION
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JOSEPH M. CRONIN, SUPERINTENDENT

PLANNING FOR ETHNIC EDUCATION
AN OVERVIEW OF THE ELEMENTS NECESSARY IN PLANNING AND IMPLEMENTING ETHNIC STUDIES

EDITED BY
RITA DEE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

The current recognition of the special needs of ethnic and minority groups in America has focused new attention on the need for techniques in the teaching of ethnic studies. School districts have undertaken the responsibility for supporting and implementing ethnic study programs.

This handbook, edited by Rita Dee, Acting Director, of the Urban and Ethnic Education Section, was developed as a tool to guide those involved in this learning process with effective methods for planning and implementing ethnic education programs.

With implementation of the policies and strategies provided, our schools can create an environment where students can develop to their full potential in the area of cultural pluralism.

Joseph M. Cronin
State Superintendent of Education

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INTRODUCTION

INTRODUCTION

The children of Illinois schools represent one of the most diverse ethnic and racial populations of any state in our nation. It is the concern of educators, ethnic groups, and other persons today that our students learn and share more about their own heritage and group identity as well as understand group cultural differences which can enrich their lives. A major goal in our society is to replace the negative melting pot concepts - which have governed social studies teaching, social institutions, instructional materials, and patterns of understanding about other groups of people - with the reality of cultural pluralism.

This handbook is one of many tools of the Illinois Office of Education and attempts to provide aids to the implementation of the Illinois School Code requirement that each student be taught the role and contributions of blacks and other ethnic groups. The materials and ideas contained herein are designed to present practical processes for teachers as they attempt to provide meaningful ethnic studies learning experiences for students.

The reader is encouraged to use this handbook along with other resources and to plan carefully for ways of relating ethnic and cultural factors to education. Personal sensitivity, awareness of other's needs, and shared goals are important objectives which can help to make these learning models and resources more successful. Ethnic studies should be more than an acquisition of facts about the many groups in our society. It should help our children live, respect, and understand the uniqueness of cultural differences and respond to individual and group ethnic factors of our communities. The goal is an "integrative" approach whereby elementary and secondary schools would be encouraged to inject multi-ethnic curriculum content into established curricula, rather than to start separate studies programs on different ethnic/

minority groups.

Final answers are not intended here, but rather processes are suggested which can help teachers and school districts develop more respectful learning about ethnic and racial groups of Illinois and the nation.

DEFINITIONS

Several definitions are important for ethnic education. There appears to be a great deal of confusion, even among educators, as to the meaning of the terms used to refer to ethnicity in education. So that we might clarify the conceptual terminology, we refer to Dr. James Banks, a leading authority in the field of ethnic education:

ETHNIC STUDIES

Ethnic studies is the scientific and humanistic study of the histories, cultures, and experiences of the ethnic groups within a society. Ethnic studies refers primarily to the objectives, methods, and materials which make up the courses of study within educational institutions.

MULTI-ETHNIC EDUCATION

Multi-ethnic education is concerned with modifying the total educational environment so that it is more reflective of the ethnic diversity within American society. This includes not only the study of ethnic cultures and experiences but making institutional changes within the educational setting so that students from diverse ethnic groups have equal educational opportunities and the institution promotes and encourages the concept of ethnic diversity.

MULTI-CULTURAL EDUCATION

Culture consists of the behavior patterns, symbols, institutions, values and other human-made components of society. It is the unique achievement of a human group which distinguishes it from other human groups. While cultures are in many ways similar, a particular culture constitutes a unique whole.

Anthropologically, multi-cultural education suggests a type of education which is, in some form or fashion, concerned with all cultural groups within a society, that is, the youth culture, the intellectual community, the Bohemian culture, and the female culture, to name a few.

However, to be so "all-inclusive" could prove counter-productive, and Banks suggests that we limit the boundaries of multi-cultural education at least to the extent that the focus of multi-cultural education will be on those groups which are victims of discrimination because of their unique cultural characteristics, such as blacks, females, Amish, Appalachian whites, etc., and address such concepts as prejudice, discrimination, identity conflicts, and alienation which are common to these diverse cultural groups.

CULTURAL PLURALISM

The term cultural pluralism or the "new pluralism" is a concept more inclusive than multi-cultural education, including policy, social action and institutional response to diversity.

ETHNIC MINORITY GROUPS

Members of ethnic minority groups have unique physical and/or cultural characteristics which enable members of other groups to easily identify its members, usually for the purpose of discrimination.

GOALS FOR ETHNIC STUDIES TEACHERS

Ethnic education, as a relatively new and emphasized area of the curriculum, often represents a confusing and challenging set of goals for teachers, administrators and parents. The stating of the goals for the educational curriculum often does not present specific aims for individual persons. These stated culturally pluralistic factors for development within educators are not meant to restrict or dictate behavior but to stress desirable qualities for individuals responsible for assisting children to become respected, capable, and contributing members of the society.

GOALS

1. To develop personal attitudes of acceptance of the values and differences of others.
2. To increase individual knowledge of other group customs, values, language, contributions to society, social structures and other factors of group identity.
3. To utilize personally and constructively diverse individual, community characteristics or resources toward the achievement of full potential for all persons.
4. To recognize and work to remove prejudices, stereotypes, and racist responses of all kinds toward the development of respectful relationships for all persons and groups.
5. To understand, honestly face, and improve the knowledge of self and positive reactions to others.
6. To recognize positive and negative forces of change as well as the gains and benefits of successful cultural pluralism programs with others.

7. To strive to work together toward agreed upon sulutions and interactions with respect for the differences for all concerned.

SERVICES PROVIDED BY THE ETHNIC STUDIES SECTION

The Ethnic Studies Section provides the following services toward helping schools and districts in implementing the goals of ethnic studies:

--INSERVICE TRAINING for administrators and teachers on implementing ethnic studies into the curriculum.

--ASSISTANCE in the planning and presentation of workshops and conferences to inform educators and assist in implementing the School Code regarding the teaching of the role and contributions of ethnics/minorities in the curriculum.

--IDENTIFICATION and dissemination of information and materials regarding state and national ethnic studies programs.

--DISSEMINATION and implementation of Guidelines for the Evaluation and Selection of Ethnically Valid Instructional Materials.

--REGIONAL ADVISORY COMMITTEES have been formed throughout Illinois to respond to the specific educational needs of that area in ethnic studies. They are located in: Bloomington-Normal/Peoria, Carbondale, Chicago Metropolitan area, East St. Louis, Rockford, and Springfield.

MATERIALS AVAILABLE

The following publications and resource manuals are available through the Urban and Ethnic Education Section:

GUIDELINES FOR THE EVALUATION AND SELECTION OF ETHNICALLY VALID INSTRUCTIONAL MATERIALS

INTERGROUP COMMUNICATION--EXPERIENCES AND ACTIVITIES

INTEGRATING BLACK STUDIES INTO EXISTING SOCIAL STUDIES CURRICULUM: A MODEL UNIT

A DIRECTORY OF LOCAL COMMUNITY ORGANIZATIONS CONCERNED WITH PUBLIC EDUCATION IN CHICAGO

THE ROLE AND CONTRIBUTIONS OF AMERICAN NEGROES IN THE HISTORY OF THE UNITED STATES AND ILLINOIS

AN ANNOTATED BIBLIOGRAPHY OF MULTI-ETHNIC EDUCATIONAL MATERIALS

DECISION-MAKING AND VALUE STRATEGIES FOR THE CLASSROOM TEACHER

A GUIDE TO RESOURCE PERSONS IN ETHNIC STUDIES IN ILLINOIS

PLANNING FOR ETHNIC EDUCATION: AN OVERVIEW OF THE ELEMENTS NECESSARY IN PLANNING AND IMPLEMENTING ETHNIC STUDIES

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PART I

IMPLEMENTING ETHNIC STUDIES INTO THE CURRICULUM

A. Suggested Learning Activities

B. A Model Unit

C. Suggested Approaches to Provision for Implementation

A. SUGGESTED LEARNING ACTIVITIES

Educators more than ever before have begun to realize that the school does not exist in a societal vacuum, but that it functions as a component of the larger society of the United States. If the curriculum does not adequately cope with the multi-ethnic make-up of our society, students will continue to imbibe the monolithic, culturally homogeneous approach which has traditionally been used to view society. This approach often leads to distortions of the realities within our society. The following curriculum samples reflect an effort which deals with teaching for cultural pluralism. "Learning Activities" is presented as a means to implement ethnic studies into the existing curriculum. It contains activities and experiences to develop learning concepts, attitudes, and skills which may be lacking in the present curriculum. The seed-activities cut across and include all subject areas: a multi-disciplinary supplementary approach.

The purpose of these curriculum suggestions is to help teachers provide more activities and experiences which show the multi-ethnic quality of our society. The interaction of Social Studies, Language Arts, Arts and other disciplines will aid implementation. This section is not meant to be all encompassing--it is to provide examples of how multi-ethnic curriculum activities and experiences can be achieved within present texts, sequence of learning, etc. There will be some division of grade levels so as to introduce the techniques of incorporating ethnic studies at all levels of the curriculum.

Also, there is included suggested approaches to the provision for implementation: nine points to be aware of. The section is edited and summarized from Chapter 7, Teaching the Role and Contribution of American Negroes in the History of the United States and of Illinois.

(1) MULTI-ETHNIC EXPERIENCES OF EARLY CHILDHOOD

Pre-School through Kindergarten

To develop self-image and awareness of differences and likeness

(a) Dolls

Development of a positive self-image may be reinforced by use of black, white, and Asian dolls. As the child plays with the doll, not only will he/she obtain a more realistic image of himself/herself as a "father/mother" but he/she will feel an identification with all fathers/mothers and all people in a very positive and acceptable way. The white child will also have an opportunity to know and "love" a doll baby of another color. In an atmosphere of love and acceptance, all are appreciated.

(b) Cameras

Every teacher should have a camera in the classroom. No pictures will stimulate conversation like pictures of ourselves. When the pictures are thrown on the screen with an opaque projector or mounted on a chart, children will begin to talk, not only about themselves, but about their families and neighborhoods. Such discussions can form the beginnings of an "Our Community" book to which can be added pictures of people of the community and stories of class field trips.

(c) Holidays

Holidays provide a wonderful and natural way to introduce children to the concept of the pluralistic nature of our society. Celebration of Cinco de Mayo, Columbus Day, Martin Luther King Day, Malcolm X Day, as well as Negro History Week may supplement the normal emphasis given to understanding ethnics throughout the total curriculum.

(d) Music

Music and rhythms may be used not only for developing auditory discrimination skills but may provide excellent opportunities to note the contributions of black people to music. Children may be introduced to the instruments used to accompany the song and dance. Stories about black composers and musicians may be used as a part of the Story Hour. Pictures of performing artists may adorn the room. With the popularity of children's educational television programs such as Sesame Street, Mr. Rogers, etc., children learn from the records produced by these shows. You may wish to use the record from Sesame Street which deals with differences, prejudices, and self-esteem. The Mr. Rogers record deals with getting along with your neighbor, being helpful, and building a good self-concept.

(e) Drama, Stories, etc.

Puppetry and choral speaking can help to set children at ease who are hesitant or afraid. Puppets can speak for them if they are too shy to speak for themselves. In choral speaking, everyone can take part so no one child feels that he is different. Young children would enjoy learning Paul Lawrence Dunbar's "Dawn" or David W. Cannons' "Pigment" and there are many poems written by black poets especially for young children. Anthologies of children's writings such as "The Me Nobody Knows," edited by Stephen M. Joseph, provide material which young and old alike enjoy.

(2) ELEMENTARY CURRICULUM

Primary Grades

Reading

Multi-ethnic story books, multi-ethnic readers, original stories of family cultural experiences.

Oral Language

Show-'n-Tell, encouraging family heritage, multi-ethnic poetry, story telling, flannel board figures from multi-ethnic books/magazines, pictures, puppets, dramatization, children's TV (Sesame Street, Zoom), and ethnic T.V. programs, such as Good Times.

Suggestions

A. In the Primary Grades there is emphasis upon national celebrations, and we recommend that Frederick Douglass be studied as part of the Lincoln celebrations. On Veterans Day the role of the black soldiers in all of America's battles should be taught.

B. During the emphasis upon community helpers, the minorities should be included by the utilization of bulletin board material which incorporates men and women. It is suggested that every school in the district subscribe to Ebony Magazine and the Tuesday Supplement to the Chicago Sun-Times. These magazines can be used to clip pictures for bulletin board displays.

C. A study of Our Neighbors must also include pictures and emphasis upon men, women, and children of all cultures, racial/ethnic groups.

HOW TO BUILD AWARENESS IN THE PRIMARY GRADES

Positive Human Relations are Best Described When an Individual Can Feel A Sense of Self, Self-Worth, and Respect

Discovering Me

1. TEE VEE ME

   Take your students out of the audience and onto TV. Cut a screen-shaped hole in a large sheet of paper. Add a channel knob by fastening cardboard discs. Print numbers on the disc to indicate channels. Tape the paper to a mirror and you've got a color TV set. Keep costumes and puppets nearby. The students can change costumes as they change programs.

2. THE NOW ME

   Supply each child with a sheet of paper large enough to trace the child's entire body. Have partners trace each other. Each child must color in his or her body and facial expressions. Display when finished. Encourage discussion about each child's feelings about his or her NOW ME. Let the child discuss also how he or she used to be, how he or she will be.

3. THE ME TREE

   Hand each child a sheet of green paper. Have each cut out a tree shape. Using magazines, allow children to cut out pictures to decorate their tree and also tell about themselves, things they like, do, or enjoy. Display around the room.

4. ME IN THE MIRROR

   Have children go up to a mirror and make themselves into various shapes, animals, or grownups. Encourage different body and facial expressions. Other children must keep their thoughts quiet until child is ready to discuss what he or she sees.

5. GUESS WHO CHARADES

   Each child must write five positive qualities about another student (of their choice) in the class without disclosing that student's name. Class

is divided into three circle groups. Each child reads his or her paper aloud. Others in the circle have three guesses to determine who the reader had described. "Guesser" then reads his or her paper. If no one guesses correctly, the next reader is the person to the left of the previous one.

The community is an endless resource which provides a multitude of channels for human expression. What ideas do you have for improvisation?

6. ME-IN-THE-BOX

STEP 1 - The student and teachers are asked to bring in a small box, (e.g., a shoe box, cigar box, etc.) containing items which tell the class something about the student, (e.g., pictures of the family, favorite toy, lucky coin, etc.). This exercise should be conducted over several sessions to insure that each child participates.

STEP 2 - The students and teacher share the contents of their boxes with the class by explaining the significance of their choices.

STEP 3 - All the boxes with names on them should be displayed for viewing by students and visitors (a picture of the student attached to the box will enhance the activity).

7. PERSONAL COAT-OF-ARMS

Spirit-duplicated copies of a blank coat-of-arms can be prepared for the students to fill in. Coat-of-arms should be backed with cardboard for greater strength. The size of the coat-of-arms is optional. A larger-sized coat-of-arms will necessitate single cutouts from, for example, shirtbacks or other cardboard material.

Topics for Coats-of-Arms

STEP 1 - Teacher takes individual pictures of students in impromptu classroom situations.

STEP 2 - Mount pictures on colored construction paper.

STEP 3 - Picture is pasted to coat-of-arms at one of four positions.

STEP 4 - Have students draw (or paste illustrations of) pictorial answers to the following suggestions in the remaining spaces of the coat-of-arms:

(a) My favorite color
(b) My favorite animal
(c) Things that make me most happy
(d) Things I like to play with most

(e) Things that are most important to me
(f) Student's initials

STEP 5 - Punch holes in the corners of the coat-of-arms, attach yarn, and let students wear them suspended from their necks while explaining them to class individually

STEP 6 - Display coat-of-arms on walls.

Note: Teacher should make personal coat-of-arms and display in class to enhance activity.

(based on strategy #47 of Simon, Sidney B., et al., Values Clarifications: A Handbook of Practical Strategies for Teachers and Students. N.Y.: Hart Publishing Co., Inc., 1972)

DIFFERENCES AND SIMILARITIES

STEP 1 - Teacher shows pictures of many types of people from magazines, newspapers, and posters.

STEP 2 - After holding up the pictures, have the students discuss similarities and differences that are evident in the pictures. (When presenting pictures that show emotion and moods, be careful not to stereotype the behavior of a group of people. For example: having all pictures of black as "happy-go-lucky"; Polish Americans doing the Polka; Italian Americans as gangsters, etc.).

SCRAPBOOK

STEP 1 - Students cut out pictures from magazines and newspapers that show similarities and differences of people, and paste them in a scrapbook.

STEP 2 - Have the students discuss similarities and differences that are in their scrapbooks.

STEP 3 - Students exchange scrapbooks with a classmate and discuss the contents of the book between themselves.

STEP 4 - Display the scrapbooks around the room for the other students and visitors to see.

(3) MIDDLE GRADES

The Middle Grades begin to deal in a formal way with Social Studies. This is the time we need to examine the existing program for omissions, distortions, and stereotypes related to multi-cultural curriculum.

To cite a specific segment of history, the following is a sample of how a classroom teacher in the Middle Grades can incorporate within the present text a valid segment of Social Studies dealing with Africa.

A correlation of material with the current textbooks in use is recommended. It is impossible to include all contributions made by black men and women to the cultural heritage of the world, just as it would be impossible to include all contributions made by other ethnic groups.

The study of "Our World" must include Africa--both the ancient African kingdoms and Africa today, modern as well as primitive life. Teachers should concentrate their efforts on the unit in their textbook about the African continent. They should set forth the following goals:

1. To examine the myth of Africa as the "dark continent."
2. To emphasize the fact that Egypt is a part of Africa and is not to be treated as a separate entity.
3. To trace the civilization of the ancient kingdom of Kush, along the lower Nile River.
4. To summarize pertinent information about three West African kingdoms -- Ghana, Mali, and Songhoy -- existing from the 6th to the 16th centuries, A.D.
5. To describe the life of a child growing up in Africa today.

SUGGESTED FOLLOW-UP ACTIVITIES

(1) Read an African folktale to the class. Have students answer questions about folktales.

(2) Map Study: Use the maps to show the major countries in Africa. Students may read about one particular country and report on it. Reports may be made in the form of:

a. Dramatizations
b. Tours
c. Picture reports
d. Reporters
e. Written reports, etc.

(3) Use the African song to stimulate an interest in the music of Africa.

(4) Make a timeline with special emphasis on birthdates of famous black Americans during the colonial era.

INDEPENDENT ACTIVITIES

(1) Make travel ads or posters to encourage tourists to visit individual countries of Africa.

(2) Make a chart comparing the history of our country's discovery, exploration, revolution, and independence to that of an African country. What is similar about their histories?

(3) Develop a bulletin board display about Africa today using material from recent periodicals and newspapers.

(4) Draw a map showing the economic resources of Africa. How can we aid the industrialization of Africa's new nations?

(5) Compare the average yearly income of families in the United States with those of selected countries of Africa. Which African country has the highest average family income. Why?

(6) Find out which African nations belong to the United Nations. What percentage of the total United Nations membership do they represent?

(7) Find out how much aid other nations give to African countries today. Which countries give the most economic aid? Why?

(8) African nations are often said to be part of the "Third World." Find out what this phrase means. Why do Africa's interests lie with the "Third World"?

(9) Do a report on the Pan-African movement. When was it started? Why was it started? Who are its leaders? What are its goals?

(10) Do a report on one of the following topics:

--African art
--African music
--African religions
--African village life

(11) Do research on a prominent African, an African school girl or school boy, an African teacher, farmer or business person. Write a story about a day in that person's life.

(12) Write an essay on one of the following topics:

--Many problems other than political ones face new nations.
--There is immense variation among the people of Africa.
--Americans today have many misconceptions about Africa.

ADDITIONAL ACTIVITIES FOR STUDENTS TO PURSUE

I. Study different ethnic newspapers (comparative--read editorials, want ads, features, etc.)

a. Drover's Journal (Stockyard Community)
b. The New World (Catholic)
c. Daily Defender (Black)
d. Muhammed Speaks
e. Ebony, Jet, Essence

II. Study church and relationship to ethnicity

a. Weekly bulletins (what is important to members of the church)
b. Fiscal reports (how rich each was--what are their objectives, activities)
c. Commemorative albums (shows which ethnic group is prominent)
d. Attendance roll

III. Study schools

a. Yearbook--changing racial attitudes and racial composition
b. Grade slips (shows change of status of ethnic group)

IV. Labor unions

a. Records (what ethnic group is strong in a particular union)
b. Payrolls (which ethnic groups are strongest as leaders, foremen)

V. Ethnic politics

a. Check voting records (neighborhoods that are one ethnic group--which party certain of ethnic group votes-control machines)
b. Use of census materials

VI. Study culture

a. Local business (what ethnic group owns the local business)
b. Restaurant (which ethnic group owns the local business)
c. Museums (Lithuanian, Polish, Black, Chinese, Jewish)
d. Theater
e. Libraries
f. Pawn shops

VIII. Discussion of ethnic T.V. programs and their popularity

a. All in the Family (Archie Bunker—a hero?—why, why not)
b. Amos and Andy (typical, stereotype? Why was it liked by both blacks and whites? Why disliked now by blacks?)
c. Sanford and Son
d. Julia (why it failed for blacks)
e. Good Times
f. Chico and the Man
g. Jeffersons

MULTI-ETHNIC AWARENESS

Middle Grade Activities

1. Have Children do an "I'm Important - I'm Alive" collage using magazine pictures and words and anything else they feel relates to who they are.

   Students may want to include favorites such as people, sports, foods, animals, colors, careers, whatever.

   Write a poem or story to mount with collage.

2. Pantomine

   Pantomine activity of what we like to do or what we can do well. (a) Does child realize his or her value? (b) Is pantomine positive or negative? (c) What other positive characteristics can be brought out by you or group?

3. Class Profile

   STEP 1 - The teacher divides the class into categories by directing students from place to place on the basis of the following differences:

Physical Differences	Differences in Housing	Clothing Differences
A. Sex	A. Single dwelling	A. Sweaters
B. Eye color	B. Apartment building	B. Sneakers
C. Height		C. Hats
D. Hand dominance		

   STEP 2 - After directing the students from place to place, ask the following questions:

   A. In what way are our needs the same?
   B. In what way are our needs different?
   C. What would it be like if we were all the same?

4. Cartoon Skits

   STEP 1 - Teacher should select a cartoon that deals with the problem of prejudice and have several copies made.

   STEP 2 - Encourage several students to volunteer for a skit based on the cartoon.

STEP 3 - Each student in the skit receives one cartoon for his or her script and proceeds to act out one of the characters.

(The teacher should have the activity be inter-ethnic; therefore, a white student can play the role of a black, an Asian American can play the role of a Polish American, a Slav can play the role of a Chicano, etc.)

5. Interview - "Getting to know each other's Name"

Students interview one other student for five minutes and then introduce that student to the group, based on the information gleaned during experience, including: (1) What's my name? First, middle and last. What does it mean to me? Positive? Negative? Would I rather have another name? Yes? No? If so, what name? Why? Who were you named after? Break into groups of four and discuss. (2) What does my name mean to me?

6. Puzzle

Using a multi-ethnic picture from a magazine, cut up in puzzle-shaped pieces and give out pieces to students. The completed design (6-8 pieces) forms a group. They could discuss the picture in the newly formed group.

7. Sign-Sandwich Board

Draw a picture that tells something about yourself. Include in the picture some things you'd like others to know about you, i.e., your interest, jobs around the house, family, sports, etc. Wear it on a piece of masking tape or yarn.

(4) JUNIOR HIGH GRADES

The sample unit presented for the Middle Grades can be adapted for Junior High needs and methods. Also, some of the activities listed for Middle Grades can be adjusted to fit the maturity level of the Junior High students. Listed below are additional activities.

1. Public Interview

STEP 1 - Teacher asks for volunteers who would like to be interviewed publicly about some of their attitudes and actions.

STEP 2 - The teacher explains to the students that they will be asked a few questions concerning their attitudes and actions, and that they must reply honestly. Student has option of passing if so inclined. (It would place the student at ease to point out that answers would not be held against them).

List of possible questions

A. Do you enjoy playing with different types of people? Why?

B. Did you ever make fun of someone? How? Why?

C. Did you ever keep someone out of a game because you didn't like them? Why? (If the answer is Yes, ask the student how they kept them out).

(Based on strategy #12 of Simon, Sidney B., et al. Values Clarification: A Handbook of Practical Strategies for Teachers and Students, N.Y.: Hart Publishing Co., Inc., 1972)

2. Class Advertising Campaign

STEP 1 - The teacher discusses the nature of prejudice with the students and its effect on people.

STEP 2 - The teacher explores with the students possible projects for increasing the awareness of people. For example, the class could come up with a slogan such as "People are the same" and paint it on a large cardboard and hang it on the blackboard.

3. White Soul

In culturally homogeneous groups, draw the group's conception (this is a group task) of what White Soul would be.

4. Response to Music

Divide groups into five or six. Play one or two records: e.g. Simon and Garfunkel's "Bridge Over Troubled Water," the Temptations' "Ungena Za Ulimwengo" ("Unite the World") or the Impressions' "Choice of Color." Have individual members of the small groups respond to these by drawing their responses on newsprint, by physical body movement done by individuals, etc. Share responses and react to them.

See the Decision-Making and Value Strategies Section of this book for further examples.

B. A MODEL UNIT

The following pages include a sample curriculum unit in Social Studies developed by Karen Lee, Dorris Pickens, and Lillian Whitmore of Evanston Elementary School District 65 in collaboration with the Institute of Program Development in Equal Educational Opportunity, National College of Education. It is entitled "A Multi-Media Interdisciplinary Unit for Middle and Upper Grades: Third World Peoples in America." It is best described by its authors in the unit description which follows.

A MULTI-MEDIA INTERDISCIPLINARY UNIT FOR MIDDLE AND UPPER GRADES

THIRD WORLD PEOPLES IN AMERICA

I. *Unit Description*

This unit is an attempt to utilize a multi-media, inter-disciplinary approach, to introduce students to the histories and cultures of the following groups of Third World peoples in America: Native Americans, Spanish-speaking Americans, Asian-Americans and Black Americans.

Since a majority of texts and other materials used in our schools still present a largely white, Protestant, Anglo-Saxon, view of history, the culture, contributions, and problems of Third World peoples are still to a large extent neglected or insufficiently presented to counteract the stereotypes that have been transmitted down through history.

It is the contention of the writers of this unit that the United States is where it is today because of the richly diversified heritage of its pluralistic citizenry; a heritage that the United States has appropriated, and manipulated to its own advantage.

When our books and educational resources reflect a true picture of our pluralistic society and put the whole truth in, units of this type will not have to be written. Until they do, voices must continue to cry out in the wilderness. This project is our cry.

This unit has certain limitations in that it was not designed to be a complete course of study of Third World peoples. Its purpose is to complement United States history courses. Materials and activities included may be used for grades 4-8.

It is our hope that the disciplines of Social Studies, Language Arts, Home Economics, and Art will work together for the effective implementation of this unit.

II. *Objectives*

A. *To help students understand and appreciate the history and culture of Third World people.*

B. *To help students identify and analyze the present situation of Third World peoples.*

C. *To help students synthesize acquired information and make projections for the future.*

D. *To provide a vehicle through which students and parents may expose the school community to certain aspects of Third World cultures.*

III. *Discussion Questions and Activities*

A. *The following discussion questions and activities will help students understand Third World histories and cultures:*

1. *What is meant by Third World peoples?*

2. *How did this concept originate?*
   Activity A: Third World Simulation Game
   Activity B: Third World Scrapbook

3. *What percentage of the world's population is Third World?*
   Activity C: Pie Graph

4. *For what reasons did certain groups of Third World people come to America:*
   Activity D: Map work--trace place of departure of each group

5. *What contributions have these groups made?*
   Activity E: Contributors' Tree
   Activity F: Heroes List

6. *What stereotypes of Third World people have been transmitted down through history?*
   Activity G: Stereotypes List

7. *What are some of the things that can be done to counteract these stereotypes?*
   Activity H: Fishbowl Discussion

8. *What are some of the differences between the culture, values, and historical background of Native Americans, Asian-Americans, Spanish-speaking Americans, and black Americans:*
   Activity I: Third World Dictionary

9. *What are some of the similarities between these groups?*
   Activity J: Construct Collages

10. *What does clothing tell about the culture of a group?*

11. *What factors influence the type of dress of different people?*
    Activity K: Students may make ethnic dolls

12. *What factors determine the basic foods that are characteristic of certain cultures?*
Activity L: Ethnic Cookbook
Activity M: Bake ethnic dishes in cooking class

13. *Do you feel that the materials presented represent a true picture of Third World Peoples? Why or why not?*

B. *The following are questions and activities to help students identify present problems and concerns of Third World peoples:*

1. *Have Third World peoples, to a large extent, been able to become assimilated into the mainstream of American society, yet maintain their own identity? Why or why not?*
Activity N: List of ten common problems
Activity O: Write songs or poems
Activity P: Complete the statement

2. *What are some of the things being done to help eliminate these problems?*

3. *Who are some of the current leaders of Third World movements in the United States today?*
Activity Q: Name Association
Activity R: Writing Biographies

4. *What are some of the differences between philosophies and goals of these groups?*

5. *What is the political status of Third World peoples?*

6. *Are they represented fairly in our federal government?*
Activity S: Seats of Power

7. *Why is it important for Third World peoples to form an alliance?*
Activity T: Simulation Game-Culture Contact
Activity U: Taking a Stand

8. *What additional areas do we need to explore?*

C. *Following are activities to help students synthesize information and make projections for the future:*

Activity V: Design an ideal community
Activity W: Design an ideal school
Activity X: Make crossword puzzles

D. *The following activity is a means through which students and parents may expose the school community to aspects of Third World Cultures:*

Activity Y: Ethnic Fair

IV Description of Suggested Activities and Exercises

A. Third World Simulation Game (minimum time: two periods). The purpose of this game is to help students understand the concept of Third World.

1. Directions

   a. Divide the class into three groups.
   b. Groups one and two should be small groups with an equal number of students.
   c. Group three should be the largest group with a majority of the class.
   d. Groups one and two should be given all the privileges in the room: making decisions, handing out materials, establishing criteria, and participating in discussions.
   e. All communication and interaction is between groups one and two, and from one and two to group three.
   f. Group three may only interact and make decisions within their own group.
   g. Dissolve groups at the beginning of second period.

2. Discussion (Second Period)

   a. How did it feel to be a member of group three?
   b. What feelings and reactions did you have toward groups one and two?
   c. Why do you feel group three was not able to participate in classroom activities?
   d. How did it feel to be a member of group one or two?
   e. What feelings did you have toward group three?
   f. What was the purpose of this activity?
   g. Does it resemble any situation in our real society?

3. Teacher Input and Rationale for Activity

B. Third World Scrapbook (Ongoing Project)

Students may compose a Third World scrapbook using pictures from old books or magazines, or draw illustrations. This scrapbook may be divided into three parts: historical background and culture, current problems and concerns, and projections for the future.

C. Pie Graph (Minimum time: One Period)

Using an Atlas or current Almanac, students may find the population statistics of Third World peoples in the United States. After finding the statistics, construct a pie graph showing the percentage of the United States population each group represents.

D. Map Work (Minimum Time: ½ period)

Give each student a map of the world and then help them identify the original country of certain Third World groups.

E. Contributors Tree (Ongoing Project)

The purpose of this activity is to help students develop an awareness of the contributions all groups have made to the development of the American society.

1. Directions

   a. Cut a large tree pattern from construction paper and place the tree on a display board.
   b. Have available several pieces of string or yarn, and 3x5 cards with names of occupations written on each.
   c. When students find information about a famous Third World person in a certain occupation write his or her name and a short statement concerning the contribution of the person on the proper 3x5 card.
   d. When all cards are completed, attach them to the Contributors Tree.

2. Discussion

   When the activity is completed allow students to discuss new people they have learned about.

F. Heroes Listing (Minimum time: One Period)

1. Directions

   a. Ask participants to name three Third World heroes, using their personal definition of hero.
   b. They should jot names down individually.
   c. Participants should be asked to be prepared to speak briefly in support of their choices.
   d. Ask participants to submit their names.
   e. Build a master list, recording frequency when names appear more than once.
   f. Make this list available to students.

2. Discussion

   a. What generalizations can be drawn from these lists?
   b. How do we perceive Third World peoples?
   c. Why don't we know more about Third World peoples?

G. Stereotype List (Minimum time: One Period)

Have each student make a list of stereotypes he or she has heard about certain Third World peoples. Ask students to keep the list for future use.

H. *Fishbowl Stereotype Discussion (Minimum Time: One Period)*

The purpose of this activity is to share the stereotypes lists.

1. *Directions*

   a. *A portion of the group sits in a center circle, with the rest of the group sitting around.*
   b. *The center group participants will discuss the stereotypes on their list with the outside group listening but not speaking.*
   c. *After a given amount of time, the process stops and the entire group may react to what was discussed.*

I. *Third World Dictionary (Ongoing Project)*

Students may compile a dictionary consisting of words that are peculiar to the Third World Cultures. Keep a note of new words learned daily and define them. Near the end of the unit organize these words and definitions in dictionary form.

J. *Making Collages (Minimum time: One Period)*

Using pictures from old books or magazines, students may make collages depicting the similarities or differences between certain aspects of Third World cultures.

K. *Ethnic Dolls (Ongoing Activity)*

Students may make ethnic dolls from pieces of scrap materials. This activity should be implemented in the sewing class.

L. *Ethnic Cookbook (Continuous Project)*

The compiling of an ethnic cookbook is a major project designed to involve students, parents, and teachers working together in a cooperative effort. Recipes to be included in the cookbook may be contributed by all participants. When this project is completed it may be used for fund raising. This project should be emphasized in the Foods Department.

The Art class may become involved in this project by sponsoring a cover designing contest. The Industrial Arts class may assist in the binding of the book.

M. *Baking Ethnic Dishes (Continuous)*

Students may bake dishes that are characteristic of Third World cultures in their Food and Nutrition class.

N. *Listing Common Problems (Minimum time: One Period)*

Ask students to make a list of ten problems all Third World people have in common today. When students are finished allow them to share their problems and discuss central themes.

O. *Writing Songs and Poems (Minimum time: Two Periods)*

Those students who are creative writers may enjoy writing songs or poems illustrating problems that exist today. This activity may be related to language arts.

1. *Collect the songs or poems and make copies of them.*

2. *Distribute songs to students and have a sing-a-long in class.*

3. *Distribute poems and do choral speaking as a class activity.*

P. *Being white, black, Native American, or _____ in America today is like _____.*
(Minimum time: One Period)

1. *Directions*

   a. *Write the above statement on the board.*
   b. *Ask students individually to list three or four feelings about each group which would complete the sentence.*
   c. *Divide the class into homogeneous groups as much as possible.*
   d. *Each group should choose a leader and discuss lists of individual members, finally forming a group list.*

2. *Discussion*

   a. *Have each group share its list with other groups*
   b. *Seek out any common themes.*

Q. *Name Association Exercise (Minimum time: One Period)*

Compile a list of names of Third World leaders and movements in the United States today. See if students can match the name of the person with the movement he or she is identified with.

R. *Writing Biographies (Minimum time: Two Periods)*

Students may do research on their favorite Third World leader and write a biography of this person.

S. *Seats of Power (Minimum time: Two Periods)*

Through research, discover what Third World peoples are presently holding key positions in the branches of our government. On a duplicated sheet list the following categories: Senators, Supreme Court Judges, Governors, U.S. Representatives, Mayors, and Cabinet members.

T. *Simulation Game: Culture Contact*

The purpose of this game is to show how two cultures, one less technologically advanced than the other, come into contact with a more advanced system. The more advanced culture wishes to make use of the other culture's natural resources. This game could be expanded to show the necessity or the benefits of the less advanced culture to find other cultures like themselves being subjected to the same interference.

U. *Taking a State (Minimum time: One Period)*

Post five statements concerning the importance of Third World people forming an alliance around the room. Make your statements range between two extremes. Ask participants to do the following:

1. *Choose a position you most agree with.*
2. *Discuss with your group why you selected the position you did.*
3. *Influence everyone to unite around a common position.*

V. *Design an Ideal Community (Minimum time: Three Periods)*

Students may use model of their choice. A written description must accompany the model.

W. *Design an Ideal School (Minimum time: Three Periods)*

Same as V.

X. *Crossword Puzzles (Minimum time: Two Periods)*

Students may make their own crossword puzzles using words and adjectives used to describe their ideal school or community.

Y. *Ethnic Fair (Evening Activity)*

Students may sponsor an Ethnic Fair to culminate the unit and share with the school community aspects of Third World cultures. The Fair may consist of the following:

1. *A display of students' projects.*

   a. *Scrapbooks.*
   b. *Dolls.*
   c. *Dictionary*
   d. *Collages*
   e. *Ideal Society Models*
   f. *Ideal School Models.*

2. *Game Room.*

3. *Ethnic Bake Sale.*

4. *Ethnic Cookbook Sale.*

5. *A display of traditional dress of Third World groups.*

6. *Short Films.*

7. *Song and dance groups.*

8. *Parent participation.*

The effective implementation of this activity will depend upon the full cooperation of teachers in all subject areas, as well as parents and students.

Proceeds from the fair will be used for a project of the students' choice.

V. *A Bibliography of Media*

The following media may be used to help students understand the histories, cultures, and present concerns of Third World peoples:

A. *Native Americans*

1. *Films*

a. *Discovering American Indian Music. BFA Educational Films, 1972. 24 min. color El, Jh. The American Indian has a rich and varied musical tradition. In this film we see the songs and dances of tribes from various parts of the country perform in authentic costumes. We learn of the social and ceremonial functions of the music, and also find out something about how Indians live today. (A & B)**

* *A means relating to objective A; B means relating to objective B; C means relating to objective C.*

b. Ballad of Crowfoot. Contemporary Films, 1968. 10 min. B & W. Jh. "A collage of still pictures reveals a history that ends in outraged grief at the destruction of Indian culture and life." A folk-song provides the background for the pictures. (A)

c. Johnny From Fort Apache. Encyclopaedia Britannica, 1971. 15 min. El, Jh. This film demonstrates the problems a young Indian and his family encounter in the modern city today, and shows how they try to adjust to urban living. (B)

d. Indians of America: Home of the Brave. Pyramid Films, 1969. 3 min. color. Jh. A capsulized history of the Western Indian that traces the white settlers' advances leading to the dispossession of the Indians (A)

e. Geronimo Jones. Learning Corporation of America, 1970. 21 min. color. El, Jh. Geronimo is a young Indian caught between two worlds--that of his grandfather, a descendant of the Apache chief Geronimo, and the world of his cousin, an astronomer who looks to the future. (A & B)

f. Indian Boy in Today's World. El, Jr. This film shows a contrast between a child's life on a reservation and a big city. (A & B)

2. Filmstrips

a. The Art of the North American Indian

b. The Art of the Southwest Indian

c. The American Indian: A Dispossessed People

d. American Indian Legends

3. Pictures and Slides

a. Picture story, study prints of American Indians.

b. Slide Presentation, Ramona Jones.

4. Books

a. Stember, Sol. Heroes of the American Indians. New York: Fleet Press, 1971.

b. Curtis, Natalie. The Indians Book: Songs and Legends of the American Indians. New York: Dover Publishing Co., 1968.

c. La Farge, Oliver. Indian Fairy Tales. Golden Press, 1960.

d. Brown, Dee. Bury My Heart at Wounded Knee. New York: Holt, Rinehart and Winston, 1970.

B. Asian-Americans

1. Films.

a. Land of Immigrants. Churchill Films, 1965. 16 min. color. El, Jh. This film points out how people of different national origins, creeds, and colors have come to America at different times and for varying reasons. This film is designed to show how the character, quality, and fabric of America has been molded. (A)

b. The Trouble With Chinatown. Produced by WNBC-TV. 26 min. color. Confronted by a massive wave of immigrants and a restless, westernized younger generation, many Chinese in New York are looking at their traditional isolation and trying to find ways to deal with new problems. (B)

c. Siu Mei Wong: Who Shall I Be? Learning Corporation of America. 1970. 15 min. color. El, Jh. A young Chinese girl in Los Angeles Chinatown wants to become a ballerina. When ballet lessons conflict with her Chinese education, a choice must be made. (Minimal dialogue is in Chinese, with subtitles.) (B)

2. Filmstrips

a. The Oriental Immigrant in America

b. Minorities: Japanese and Chinese

c. Japanese-American Relocation

C. Spanish-Speaking Americans

1. Films

a. Mexican Americans: Invisible Minority. Parts 1 and 2. National Broadcasting Co., 1969. 40 min. color. Jh. This film presents the problems of 5,000,000 Mexican Americans living in the southwest. (B)

b. Miguel: Up From Puerto Rico. Learning Corporation of America, 1970. 15 min. color. EL, Jh. Miguel loses the money his mother has given him to buy a special fish for his father's birthday. He is dejected until he learns he can earn the money he needs by translating for Spanish-speaking customers at the neighborhood store. (B)

c. My Dog Is Lost. McGraw Hill Films, 1970. 10 min. color. P. Read by Harry Belafonte, this story dramatizes the problems of communication. Juanito, newly arrived from Puerto Rico and unable to speak English, loses his dog and tries to find him in New York City. (B)

d. Felipa: North of the Border. Learning Corporation of America, 1970. 16 min. color. El, Jh. A Mexican-American can get a job as a truck driver if he learns English and gets a driver's license. Felipa is determined to teach her uncle herself. When he fails the test, Felipa persuades the examiner to give her uncle a second chance. (B)

2. Filmstrips

a. Mexican Folktale: The Boy Who Could Do Anything.

b. Minorities Have Made America Great, Parts 1 and 2. Puerto Ricans and Chicanos.

3. Books

a. Huthmacher, Joseph. A Nation of Newcomers: Ethnic Minorities in American History. Delacorte, 1967.

b. Weiner, Sandra. Small Hands--Big Hands. Pantheon Books, 1970.

c. Felch, Bob. Soy Chicano: I Am Mexican American. Creative Education Society, 1970.

d. Newlon and Mead. Famous Mexican-Americans. 1972

D. Black Americans

1. Films

a. Of Black America. Film Associates, 1968. El, Jh. This is a series of eight black and white films, produced by CBS, presenting the history of black Americans and their contributions to the American society. These films deal with the feelings and attitudes of black people toward themselves and towards whites.

(1) Black History: Lost, Stolen or Strayed (A)

(2) The Black Soldier (A & B)

(3) Black World (A & B)

(4) Portrait in Black and White (A & B)

(5) The Heritage of Slavery (A)

(6) Body and Soul, Parts 1 and 2 (A & B)

(7) In Search of a Past (A)

b. Black Music in America. Learning Corporation of America 38 min. color. El, Jh. The history of the black man's contributions to American music is traced in filmed performances of great black musicians. (A & B)

c. Black and White: Uptight. Bailey Films, 1969. 35 min. color. Jh. This film explores the myth that perpetuates prejudice against black people in our society and the subtle ways hate is learned. (A & B)

d. Hey Cab. King Broadcasting Co., 1970. 11 min. color. Jh. Based on actual experiences from Letters to a Black Boy, this film focuses on practical problems of racism: a black man needs a cab; the driver does not want to chance the ghetto at night. Who is right? And where does it stop?

2. Filmstrips

a. The Black Experience in the Arts

b. The Harlem Renaissance

3. Records

a. The Autobiography of Frederick Douglass. Folkways Records.

b. The Autobiography of W. E. B. DuBois. Folkways Records.

c. Anthology of Negro Poets. Arna Bontemps. Readings by: Langston Hughes, Sterling Brown, Claude McKay, Countee Cullen, Gwendolyn Brooks, and Margeret Walker.

4. Books

a. Bennett, Lerone. Before the Mayflower: A History of the Negro in America from 1619-1964. New York: MacMillan, 1966.

b. Franklin, John Hope. From Slavery to Freedom. New York: 1967.

c. McKinley, Burt. Black Inventors of America. National Book Co., 1969.

d. Hughes Langston. Black Misery.

e. Sterling and Quarles. Lift Every Voice. Doubleday and Co., 1965.

VI. Evaluation

Before starting the activities of the unit write the names of the Third World groups in the United States on the board:

Native American
Spanish-Speaking Americans
Asian Americans
Black Americans

Ask students to write their immediate responses and degree of knowledge of these groups.

Repeat the same activity when the unit is completed to observe the differences in responses.

Note: Teacher must save the pre-assignment records for a basis of comparison.

VII. Reference Books for Teachers

A. Simon, Howe, and Kirschenbaum. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Co., 1972.

B. Brown, George Isaac. Human Teaching for Human Learning: An Introduction to Confluent Education. New York: Viking Press, 1971.

C. The Black Experience. A book of transparencies and lessons on black history.

D. Watson, Clifford D. Pride: A Handbook of Black Studies Techniques for the Classroom Teacher. Educational Press, Inc., 1971.

VII. Parent Involvement Plan

Problem Area: How can we get parent participation and involvement in the implementation of a Third World unit?

Prerequisites: A desire to work with children and become a part of school-related activities.

Pre-Assessment: None

Performance Objectives:

1. *Parent participants will serve as resource people in the classroom.*

2. *Parents will be able to contribute recipes for an ethnic cookbook.*

3. *Parents will be able to assist in the compiling of the cookbook.*

4. *Parents will be able to prepare ethnic foods for the class.*

5. *Parents will make crafts to be displayed at the fair.*

6. *Parents will help organize and plan the Ethnic Fair.*

Means of Communicating with Parents:

1. *Meet and communicate with parents on open house day at the beginning of the school year.*

2. *Work through room mothers to get a list of names of parents who are available during the school day and who would like to be involved in classroom activities.*

3. *Communicate with these parents to find out how, or in what ways they would like to be involved.*

4. *Send a letter to all parents before the implementation of the Third World unit, explaining what the unit is about, and listing ways in which they may participate.*

5. *Ask parents to check the participation area of their choice and return the list to their child's homeroom teacher.*

6. *The homeroom mother, working in conjunction with the teacher, will be responsible for setting up a schedule to involve those parents who have indicated a desire to work.*

Post-Assessment: The degree of parent involvement received and reactions from parents.

IX. Colleague Implementation Plan

Since this is an interdisciplinary unit, its effective implementation will depend upon the full cooperation of colleagues in all subject areas.

Colleagues may be made aware of this unit and a desire for their cooperation in its implementation in the following ways:

1. *Talk with your building principal about the unit and try to get his or her support.*

2. *Discuss the unit with your team teachers during a team meeting.*

3. *Ask for time during a faculty meeting to present an overview of the unit and share with colleagues how they may participate.*

4. *Solicit support from colleagues.*

5. *Set up a meeting with interested teachers to agree upon a certain time of the year to implement the unit.*

C. SUGGESTED APPROACHES TO PROVISION FOR IMPLEMENTATION

Section 27.21 states that the teaching of history shall include a study of the role and contributions of American Blacks and other ethnic groups in all public schools in Illinois. It does not specifically describe responsibility for grade level placement, time allotment, choice of materials, actual course content, or methods of teaching. These are options of each local school district. However, the intent of the law is clear...the role and contributions of ethnic groups must be taught; compliance must be achieved by grade eight; and each local school district is responsible for accountability.

Traditional approaches to the implementation of additional courses of study superimposed by legislation are well-known to Illinois school administrators. These have been outlined in numerous publications of the Illinois Office of Education. Briefly, they may be identified as:

1. Separate course of study
2. Special unit of instruction
3. Integrated approach

In the past decade, enterprising educators have moved positively toward flexibility and have initiated alternatives to traditional practices in the implementation of courses of study. Some of these approaches are: team teaching, the concept of the instructional materials resource center with emphasis on independent study; individualized instruction; field testing of multi-media approaches; programmed instruction; modular scheduling; mini-courses; use of instructional television; and others.

Increased costs, the massive availability of materials, the variance and complexity of needs of each school district, the level of staff competency,

and limitations of building facilities coupled with increasing enrollments, tend to mitigate against efficient and effective implementation of any program, no matter how elegant its design.

In offering suggestions as to how a local school may alter the curriculum to include the teaching of the role and contributions of all ethnic groups, the responsible educator is faced with a difficult task. Traditionally, mandated courses of study were administrated into the ongoing curriculum many times leaving the teacher dependent on his or her own devices. For some schools, the time has arrived for the administrator to use a constructive/action-cooperative approach. This would involve a reappraisal of all assets in the school curriculum "bank." A nine-point quality control system is suggested.

POINT ONE: ORGANIZATION FOR CURRICULUM DEVELOPMENT AND IMPROVEMENT

Does the school have an organizational framework for curriculum development and improvement?

If a spirit of partnership and cooperation is to prevail, there must be a functional organization for continuous change and for finding ways to implement additional courses of study whether mandated or elective. Decisions on what should be changed; who will be the agents of change; and who will assist in effective management of change must be determined. Without organization, divisiveness and curriculum imbalance often result as the teacher, administrator, student, and community function in isolation and without mutual goals.

POINT TWO: CHANNELS OF COMMUNICATION

Is communication in the school district a reality?

If culture can be defined as communication, and communication as culture, then linkage is possible through which persons may interact. School personnel

may then be concerned about ends in the communicative process. Traditionally within education, perspective has been oriented toward the "mythical melting pot syndrome," ignoring the cultural set of Ethnic groups. Some educators have adopted such a communicative pattern because of their perceived roles--that of transmitters of the cultural heritage. This is a rationally indefensible position because:

1. They do not give students alternatives in their encounters with a dynamic society.
2. They pre-empt the concepts of a multi-cultural, multi-racial society.
3. They perpetuate distortions and ignorance of historical facts.
4. They promote disrespect for cultural variation.
5. They communicate to racial and ethnic groups that what has been previously written as history were truths with the net effect of defaming an integral segment of the American Republic.

With such an untenable position, it is now necessary for some educators to seek new philosophical ends in teaching. This can be achieved through open and direct interaction with and among those "different" from ourselves --namely, those with religious, cultural, racial and economic differences.

POINT THREE: PERSONNEL

What efforts are being made toward reassessment of teacher and administrator competencies?

It is suggested that school districts determine which administrators and teachers have special knowledge and perceptions that signal unique aptitudes for reaching the stated objective of the guide. Some schools have already identified those who are aware of the complexities in implementing the study of Ethnic Studies.

THE TEACHER

In seeking the teacher, certain criteria might be considered. The teacher would be one who would:

Be a reconditioner of a perspective of American History

Provide many spirited, exciting, and precise in-depth experiences with a touch of the dramatic.

Have the ability to unravel the past, relate to the present, and be optimistic about the future.

Be committed to students' needs to generate creative, independent judgments.

Provide a setting for group interaction.

Not consider the school a societal retreat.

Appreciate that history is about people.

Hold that history is truth-seeking.

Consider that the student needs to develop ability in interpreting mass media.

Be aware that the student should be able to analyze the semantics of what is being said.

Consider the reading ability of the students.

Look for ways to improve the program.

Periodically evaluate the program in terms of performance objectives.

THE ADMINISTRATOR

The administrator would:

Look upon the program as an all-school effort.

Infiltrate the program with the highest degree of competency.

Plan for and assign personnel for continuous planning and evaluation.

Plan for and provide effective use of funds, space, equipment, and supplies in all stages of the development of the program.

Consider and resolve questions and problems as they arise.

Provide for dissemination of accurate information to other school personnel, professional and auxiliary; to students; and to parents and community.

OUTSIDE RESOURCE PERSONNEL

Through use of outside resource personnel, many cultural experiences of the local and national communities may be brought into the classroom.

> Section 21-1 of The School Code of Illinois amends Section 10-22.34b thereto. It authorizes the use of non-certified personnel, under direction of a certificated person, for providing specialized instruction not otherwise available, in fields for which they are not particularly qualified by reason of special knowledge or skills. Written approval of the Superintendent of the Educational Service Region must be secured as to qualifications, function, hours, and compensation.

TEACHER-AIDES

Many schools have found that use of teacher-aides allows for further individualization of instruction.

The duties performed by teacher-aides are so numerous and varied that it would not be possible to discuss them all in this publication. Guidelines are available through the Division of Instruction, Illinois Office of Education.

Sections 10-22.34 and 21-1 of The School Code of Illinois provide for the employment of non-teaching personnel or volunteer personnel for non-teaching duties not requiring instructional judgment or evaluation of pupils. It also provides for the utilization of a teacher-aide to perform certain instructional tasks under the supervision of a certified teacher, as well as other non-instructional tasks. The law also states that a teacher-aide must have 30 semester hours of college work. Thus, the aide is a legally constituted and valuable member of the educational staff.

THE STUDENT

An increasing number of schools are giving students a voice in planning, decision making, and evaluation of the instructional program. Students are given the opportunity to serve within the organizational framework for development and improvement of the instructional program. They are welcomed to originate plans and ideas. It may be well for a school to consider a plan for hearing from the young.

THE COMMUNITY

In America, the school belongs to the public, is supported by the public, and is responsible to the public.

A participatory voice in what is going on in the school is particularly important, since the vast majority of Americans, both black and white, have little knowledge of the contributions that cultural and racial groups have made to national and state cultures.

POINT FOUR: ARTICULATION

. . Has the school sustained a program of continuous review of articulation?

The rapid growth of knowledge, compounded by legislated curriculum, has created fragmentation, particularly in the teaching of history. Through an inventory of articulation, many schools may determine that there is unnecessary and excessive reinforcement in certain areas. Especially may this be true as it concerns commemorative holidays and other transmissions of cultural heritage. In appraising vertical articulation, much down time may be reflected as a result of lack of articulation between the sixth grade and the junior high school when building facilities and therefore teaching staffs are separated; between the elementary school and the senior high school in dual school districts; and between the elementary centers of rural areas where grade levels are dispersed geographically.

Administrators and teachers must continually reassess school programs to decide what, at what levels, how often, and to what degree, overemphasis is being placed on certain units of study at different grade levels.

Table A contains a mandated item in The School Code of Illinois which affects courses of study in history which may be of assistance in implementation of articulation, namely HOLIDAYS. (This information is based on a model devised for all mandated courses of study by Wilbur R. L. Trimpe, former Superintendent, Educational Service Region, Madison County).

Table A
HOLIDAYS

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Section 27-19 LEIF ERICKSON DAY	October 9 (½ hour) Optional												
Section 27-20 AMERICAN INDIAN DAY	Fourth Friday in September												
Section 27-20.1 ILLINOIS LAW WEEK	Governor shall designate one week in May--schools may devote appropriate time, instructions, study and exercises in legislative procedures, enactment of laws, the courts, law enforcement, etc.												
ADDITIONAL ACTS: AMERICAN HISTORY MONTH	February												
FLAG DAY	June 14												
Section 24-2 MARTIN LUTHER KING, Jr., DAY	January 15 Commemorative												
CONSTITUTION DAY CONSTITUTION WEEK	September 17 and week of September 17 (Optional)(Designated annually by the Congress of the United States)												
BROTHERHOOD WEEK	Week of Birthday of George Washington (Observance recommended by the National Conference of Christians and Jews)												

*Ethnic feasts, celebrations, etc. both National and local can be researched and included to reflect the society at large and the local community's interest.

POINT FIVE: SCOPE AND SEQUENCE

INTEGRATED APPROACH

The development of positive social attitudes may be implied from the mandate. It is suggested that orientation of the role and contributions of any ethnic group should begin at an early age and be infused with existing content in courses of study in history/social studies.

INTER-DISCIPLINARY APPROACH

The role and contributions of ethnic groups may be included in other subject offerings such as art, music, and literature. Not only would this approach significantly extend current offerings in these subject areas, but it would also provide intrinsic relevancy. At the same time, it would carry out the implications of the mandate.

POINT SIX: ACCOUNTABILITY: PERFORMANCE OBJECTIVES

Is the school prepared in its responsibility for compliance?

The mandate on ethnic groups states that no pupil shall be graduated from the eighth grade of any public school unless he or she has received instruction in the history of the United States and gives evidence of having a comprehensive knowledge thereof.

It is suggested that curriculum planners, including teachers and administrators become knowledgeable in the writing and application of performance objectives (behavioral objectives).

POINT SEVEN: CONTENT INVENTORY

CONCEPTUAL FRAMEWORK FOR CURRICULUM DEVELOPMENT

I. Content Dimension

A. Individual Worth

1. Each person has certain basic needs: for physical well being, for acceptance by others, for a positive self-concept.
2. The way in which basic needs are met is culturally determined.
3. Each person is a product of his or her unique cultural and personal experiences.
4. Each person can be understood only in the context of his or her own culture.
5. In judging a person from another culture, a cross-cultural frame of reference must be used.

B. Cultural Identification

1. People live and work together in groups; groups fill needs that individuals cannot meet by themselves.
2. Every group is made up of people with a wide range of ability and talent.
3. Group identity is important to every group.
4. Culture represents the traditions of a group.
5. Cultural traditions develop as a response to environment.
6. Every culture seeks to perpetuate itself through the socialization of its young.

C. Racial Origins

1. Race is a biological term which indicates distinctive physical features.
2. Racial differences developed as a response to environment.
3. Differences in physical traits among races are non-functional.
4. No racial group is inherently superior to other groups.
5. Cultural differences are more significant than racial differences.

D. Cultural Diversity

1. The United States is a heterogeneous society composed of diverse racial, religious, and ethnic groups.
2. Americans are united by a common belief in democratic institutions and in the right of all citizens to equal opportunity and equal participation in the responsibilities and privileges.
3. Americans are united by a common belief in the value of change and of personal, social, and economic growth.

4. Growth is dependent upon the steady challenge of new ideas.
5. Contact among different cultural groups in America provides a dynamic resource for the new ideas upon which growth depends.

II. Dynamics of Prejudice and Discrimination

A. Prejudice

1. Individuals may reject those who do not conform to group standards.
2. Prejudice is the systematic rejection of others by ascribing to those undesirable traits or behaviors.
3. The holders of prejudice forfeit the opportunity to change and grow through open contact with others.
4. The victims of prejudice are denied basic human rights and may suffer dehumanization and alienation.
5. Prejudice causes both individual and social loss.

B. Discrimination

1. Every group develops ways of controlling deviant behavior.
2. Discrimination is the systematized exclusion of specific groups from equal participation in the society.
3. Cultural groups in America have faced many similar problems in gaining equal treatment.
4. Discriminatory practices against racial groups have been more intensive and of longer duration.
5. All individuals and groups within a nation must face up to the injustice of that nation.

III. Responses to Cultural Differences

A. Majority Patterns

1. A closed society responds to prejudice by institutionalizing discriminatory practices.
2. American institutions have systematically discriminated against members of non-white groups.
3. An open society responds to discrimination by establishing legal measures that prevent its institutionalization.

B. Minority Rights

1. The restriction of the right to equal treatment constitutes undue discrimination.

2. Individuals or groups isolated from the mainstream may be alienated and become disruptive in their attempts to gain equal treatment.
3. Some groups prefer to maintain cultural differences which are not acceptable to the society at large; when this situation exists legal measures may be needed to protect their right to exercise differences in cultural patterns and to guarantee equality of treatment.

POINT EIGHT: TIME STUDY INVENTORY

As with other suggested inventories, another area for reassessment may well be a time allotment study. This would include reappraisal of study hall time with consideration to the possibility of offering mini-courses, use of home room "hours;" over-scheduling on developmental skill programs; and possible scheduling by modules or time blocks in certain subject areas.

POINT NINE: INVENTORY FOR USE OF UNIVERSITY AND COLLEGE PERSONNEL

"The response of academic institutions to society's current concerns is getting increasing attention." Institutions of higher learning are seeking school district cooperation in updating and improving their pre-service and inservice. Each district is encouraged to investigate and call upon these resources.

PART II

AWARENESS OF AND SENSITIVITY TO CULTURAL DIFFERENCES

II. AWARENESS OF AND SENSITIVITY TO CULTURAL DIFFERENCES

An important factor in developing and implementing ethnic studies is the awareness of one's personal sensitivity to and response to differences--be they racial, cultural, religious, or socio-economic. To deal with this factor activities and experiences directly confronting feelings, attitudes and values must be utilized in the classroom. A delicate balance between content in ethnic studies (facts, dates, information, cognitive material) and the process side of ethnic education (affective processes such as communication styles, value differences, decision-making) can be achieved when both are designed into the curriculum.

This section presents classroom activities which provide students the opportunity to explore their personal sensitivities to cultural differences.

USE OF THESE ACTIVITIES

The activities are designed for classroom use, at the middle, junior, and senior high school level. Ideally, persons conducting these activities would have themselves experienced their self-learning as a participant in a laboratory situation guided by a trained leader. Some of the activities described are simple and may be used with limited training experience; others call for a considerable amount of sophistication, personal comfort, and security. Since the activities selected are basically designed to create a sensitivity to ethnic/racial differences and similarities, the processes could bring to the surface areas of potentional friction, uncomfortable exposure,

and/or actual confrontation or conflict. It is advised that the teacher (leader) be aware of the depth of learning a proper processing of these activities can provide, anticipating as well consequences heretofore not "discovered."

TOPIC I OPENNESS TO DIFFERENCES

HOW TO USE ACTIVITY: Use the two activities, Sentence and Tower to initiate a readiness to show that it is "O.K." to be different, that truth is partial, that we need to communicate to move more closely to accuracy and truth.

TOPIC II STEREOTYPING, ASSUMPTIONS, AND PERCEPTIONS

HOW TO USE ACTIVITY: Use Perception and the Transmissions of Information as an ice breaker to get into Exploring Racial and Ethnic Images. The two work toward the climate of exploring our conceptions and misconceptions about realities and investigating data which supports perceptions.

TOPIC III REDUCING DISCRIMINATION

HOW TO USE ACTIVITY: The In-Group Dynamics of Exclusion will be useful in breaking the ice to confront feelings which arise because of discriminatory actions.

Discrimination Identification Sort could follow to explore school-related examples of overt and subtle discrimination in order to arrive at a sensitivity to behaviors which could be discriminatory to an individual and/or cultural group.

TOPIC IV INTERGROUP VALUES--DIFFERENCES, CONFLICTS, ETC.

HOW TO USE ACTIVITY: The New Society provides a structured experience where factors of age, sex, race, and culture are among the few which are dealt with. The activity allows extensive materials for follow-up discussion as to cultural values related to "American Traditional Values."

SENTENCE ACTIVITY

GOALS:

(1) To provide an experience whereby participants can examine how one responds in terms of one's perceptions, and that perceptions vary widely among people.

(2) To stimulate critical examination of the need for two-way communication.

GROUP SIZE: Any size; one sentence printed for each

MATERIALS: One printed sentence for each participant

TIME REQUIRED: 15 minutes--with discussion

PHYSICAL SETTING: Any room, no specific arrangement

PROCESS:

(1) Distribute copies of the sentence with the two directions above and under it.

(2) Indicate that the group is to follow directions and work silently and independently.

(3) In unison, the group gives the number aloud.

(4) Point out that all have the same sentence and the same directions. "How many F's do you count? Count again."

(5) "Confer with your colleagues so as to compare responses."

(6) Ask for a new total group response, then help them all find six.

PROCESS THE ACTIVITY:

What is the value of an experience like this? What does it say to you? What implications does it have? Why was this activity selected?

Can you see how people approach a task with different backgrounds, see things differently? How necessary is it to take another's viewpoint into account, to look twice, or even three times?

How would you use it? Why?

Read the sentence below:

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF MANY YEARS.

Now count the F's in the sentence. Count them only once and do not go back and count them again.

TOWER EXERCISE

GOALS:

(1) To demonstrate the partiality of one's viewpoint.

(2) To show the need for listening to various aspects rather than just one's own viewpoint in order to move closer to the truth.

(3) To show the hypothetical nature of each person's view of another person's segment of reality.

MATERIALS: None

PHYSICAL SETTING: (Essential) A room that has a variety of objects such as materials on walls, furniture, etc. (This is ineffective in a gym, auditorium, etc., where there are no points of interest.)

GROUP SIZE: One requirement: that all be able to hear and see

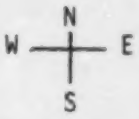
GRADE LEVEL: May be used from intermediate grades through adult

TIME REQUIRED: 15-20 minutes

PROCESS:

(1) Ask for four (4) volunteers to come to the center or front of the room. Try to get a mixture of age, sex, cultural groups, etc. Tell participants it isn't a difficult task.

(2) Place them back to back, facing the four directions



so that they are looking out rather than toward each other.

(3) Ask one person (start anywhere) to tell the group what the person opposite is seeing as he's looking in front of him/her. Then proceed to tell each of the other three to do the same.

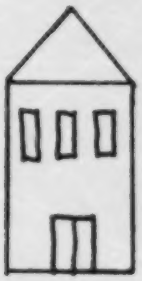
(4) During their telling, ask them to be aware of the mental processes they are utilizing, i.e., recall, probability, inference, interpretation, projection, etc.

(5) When finished, let them turn around to "correct" or see what the reality was. Thank them and ask them to return to their places.

(6) LECTURETTE

(a) Recalling some of the statements made by the participants--"probably there are. . .;" "maybe there is. . .;" "I remember a. . ."--in some way bring out the fact that the four could only hypothesize and not really make statements of fact, for not only could they NOT SEE, but they did not "selectively perceive" as the person opposite them might have done. So, one can only know what one sees in his <u>own</u> shoes.

(b) Liken the experience to each of us being in an ancient castle with a tall circular tower, each of us at a window looking out. . .



All we can see is the pie-shaped segment of reality that our eye span can take in (even that, we don't always see clearly because of our selective perception--emotional filters caused by social and psychological conditioning limit our perceiving even bold objective facts).

How much more limited is our ability to understand where another is coming from? What are some ways we can grasp another's experience?

Some answers: Stand in his shoes, turn around, take his place, listen to his explanation or interpretation as being different from yours (try to hear what is OTHER than you or your perceptions, etc.).

(7) Raise this question: What are the implications for team or group work and interpersonal collaboration?

PERCEPTION AND THE TRANSMISSION OF INFORMATION*

GOALS:

(1) To stimulate awareness that information readily becomes distorted in the transmission from one person through a second to a third, and so on.

(2) To further awareness that one responds in terms of one's perceptions and that perceptions vary widely among people.

(3) To stimulate more critical examination of rumor.

MATERIALS AND SETTING:

(1) Chalkboard, chalk, eraser.
(2) Two copies of the "Instruction sheet."
(3) Sketch of the lady.

Note: The exercise can be done with a single copy of the sketch, but the trainer would be wise to have several prepared as these extras will facilitate the progress of the exercise, especially if it is being given to a large group.

Audience situation for all the participants except five. The five are separated from the group and seated in chairs placed approximately three feet apart.

METHOD OF DEVELOPMENT:

The five individuals selected from the group are seated in a row facing the group.

The first individual in the group of five is given the sketch of the lady and a copy of the "Instruction Sheet." He is allowed three minutes to study the sketch and to assimilate the ten facts about it.

Note: The sketch used is so drawn that one may perceive it as a picture of a young lady or a very old lady.

When the signal is given, the first subject returns the instructions and sketch to the trainer and is told to turn to the next (second) person and to describe the picture according to the points he has been asked to remember. The second person may ask questions. The conversation is to be in a whisper so that the third person in the row does not hear.

*Published by the National Training Laboratories, NEA, Washington, D.C., 1967; taken from Handbook of Staff Development and Human Relations Training: Materials Developed for Use in Africa (Revised and expanded edition), by Donald Nylen, J. Robert Mitchell, and Anthony Stout.

When the first subject has described the sketch (ten points or whatever number he can remember) to the second, the second subject is asked to whisper the details to the third, and so on until the description has finally been heard by the fifth person.

The fifth person is then asked to tell the group the description of the picture. The points he makes are noted on the board and a line is drawn after the last item. When the fifth subject has finished reporting, the fourth person is asked to add any points. The sketch is then shown to the group and the ten points on the instruction sheet are read to them.

If the question of age and the double stimulus of the picture have not been brought out, the trainer asks the group to vote as to age. He then encourages the participants to describe what they see and why they think the drawing pictures a young or an old lady, until the group members perceive that both perceptions are possible.

DISCUSSION: General discussion is encouraged by the trainer, who uses the objectives of the lesson as his guide. Participants should be encouraged to discuss what meanings the exercise has for them and the implications of the experience for their work situation at home.

At the close of the discussion the trainer summarizes and brings out these points:

(1) Individuals react to the same stimuli with different responses. Personal history and "mental set" play an important part in determining the kind and quality of perception in social situations.

(2) Information can be readily distorted in the transmission from one person to another. The communicator's perception of what he is trying to communicate and his ability to communicate play a part.

(3) The listener's readiness also affects the transmission of information and attitudes.

INSTRUCTION SHEET

With this sheet of instructions you have been given a sketch of a lady. Look at the picture carefully. Note the points below. You will be given three minutes to memorize the details. When the three minutes have elapsed you will be asked to tell the ten points about this picture to the person at your side.

The points to remember and to tell your neighbor are:

1. It is a picture of a lady.
2. There is a feather in her hair.
3. There is a cloth piece over her head.
4. She has a fur around her neck.
5. The feather in her hair is curved.
6. The color of the fur appears to be the same color as her hair.
7. The cloth piece over her head has wrinkles and is not straight.
8. The cloth piece does not cover the front part of her hair.
9. The hair appears to be very dark.
10. The lady's age appears to be about. . . . . (guess).

Now be ready to tell the above points to your neighbor.

EXPLORING RACIAL AND ETHNIC IMAGES AND STEREOTYPING

GOALS:

(1) To help participants recognize some of their preconceptions.

(2) To gain insight into how preconceptions, like differences in perception, operate in their own experience.

(3) To encourage participants to become more familiar with the nature and operation of preconceptions (in this case, racial stereotypes) through discussing similarities and differences they perceive among themselves.

(4) To demonstrate a model for stimulating discussion, clarification, and analysis in groups.

(5) To become aware of the things we attribute to others without having sufficient data.

MATERIALS: Large chart paper, markers, masking tape for each group

GROUP SIZE: Unlimited group size divided into subgroups of 6-8

TIME REQUIRED: 1 to 1 1/2 hours

PHYSICAL SETTING: Room with movable chairs; chalkboard or chart paper for summary sheets (combined charting).

GRADE LEVEL: May be used from junior high through adult

PROCESS:

(1) List those ethnic/racial groups that the participants have some contact with (from among those groups represented in the room preferably). Determine as many ethnic groups as you wish; include minority groups such as blacks, Poles, Chicanos, Asians, Germans. Assign each subgroup (6 to 8 members randomly grouped or grouped by choice, no matter) to an ethnic/racial group name.

(2) Ask each subgroup to list quickly those attributes, characteristics, values, etc., that the ethnic/racial group assigned to them is known to have or be.

For example: Italians are. . .

-warm	-good food
-expressive	-fat
-loud	-religious, etc.

(Note: The members may be hesitant to offer "negatives" or may not think of "positives." The leader should defer discussion until later.)

Subgroups should "brainstorm" their data (no discussion of items offered--they do not need to substantiate). It can be hearsay, common knowledge, or personal feelings or observations. It is written down by a recorder for the group without comment or question. Spend about 5-10 minutes charting quickly in small groups.

(3) Have subgroups read aloud their lists--no discussion yet.

(4) After all have read and hung their lists side by side, ask for a comparison of charts. Any observations? Comments? Similarities?

POINTS FOR DISCUSSION:

(1) Was it easier to write positive statements than negative statements? Was there any overlapping?

(2) Discuss sources of data, i.e., experience, books, movies, parents, hearsay, papers, media, etc. Was it first-hand or second source? Friends?

(3) Discuss recency of data.

(4) Discuss ways to get more updated and first-hand information.

(5) Summate.

THE IN-GROUP DYNAMICS OF EXCLUSION: THE CIRCLE EXPERIENCE

GOALS:

(1) To allow participants to experience consciously excluding and being excluded.

(2) To confront feelings which exclusion generates.

(3) To examine strategies used by participants to either exclude or include.

GROUP SIZE: Unlimited number of small groups of six participants each.

TIME REQUIRED: Approximately one hour

MATERIALS: None

PHYSICAL SETTING: Room large enough so that groups can move around and work without disturbing each other

GRADE LEVEL: May be used from primary grades through adulthood

PROCESS:

(1) The facilitator forms small groups of six participants, leaving some distance between groups.

(2) The facilitator directs each group to have one person step outside the circle (a volunteer).

(3) After each group has excluded a member, the facilitator tells everyone the objective of the experience: that the group keep the "outsider" outside and the "outsider's" object is to get "in." Each may use any means necessary to achieve the goal (exclusion/inclusion).

(4) Let the groups continue until each has achieved the goal (or about 20 minutes to 30 minutes). Frustrations will be high!!!

(5) The groups are asked to reassemble in one large group to fill in the following chart.

(6) The participants are asked to offer (freely and randomly, just "shout" out and facilitator records quickly, briefly) the following:

Large Group offers:

(a) Means used to keep "outsider" out.
(b) Feelings they encountered.
(c) Observations, comments, things that they thought or that happened.

Outsider offers:

(a) Means used to get "in."
(b) Feelings/ thought processes they encountered.
(c) Observations, comments, etc.

Large Group Summation, Implications

(a) Relate to means society at large uses to keep minorities and "those people" out; means that minorities use to get "in."

(b) Observations of "group" mentality; "mob psychology."

(c) Summation.

DISCRIMINATION IDENTIFICATION SORT

GOALS:

(1) To identify different examples of discrimination in school situations.

(2) To specify degrees of offensive or discriminatory behaviors and their relativity depending on ethnic/racial values and cultural lifestyles.

(3) To clarify one's own values, standards, and expectations.

(4) To gain insight into differences in cultural style within the "American way."

GROUP SIZE: Unlimited, but subgroups from 6-8 to form work groups.

TIME REQUIRED: Minimum one and one-half (1 1/2) hours

GRADE LEVEL: Junior high school on up (students could develop their own incidents)

PHYSICAL SETTING: Round table or chairs in a circle, blackboard or chart paper

MATERIALS: Two or three inch red and green squares for each participant, plus a copy of the critical incidents

PROCESS:

(1) Read through one incident. Decide whether you feel the situation has <u>any</u> degree or example of discrimination. If so, underline the (those) part(s) of the situation which you feel demonstrates discrimination. When finished, await the signal from the facilitator. Cover your paper while waiting.

(2) Facilitator asks each participant to simultaneously (all at once) hold up a <u>green</u> card if there <u>is no</u> example of discrimination in the incident and a <u>red</u> card if there <u>is</u> a sample.

(3) Facilitator asks individuals who were in the minority (less red or green cards) to explain "what and why" discrimination.

(4) Discussion. (Note: It is imperative that participants be allowed to share <u>how they</u> viewed the situation without thinking they were <u>wrong</u>. Tell the group <u>there is no one right answer</u>.) Each should be encouraged to share

his/her perspective and why they think and judge the situation as they do. Persons hearing another's viewpoint often "change" and that is encouraged.

(5) Summation. Participants reflect on their own "opening up to others' views."

(a) Choose from among incidents those which raise issues pertinent to <u>your</u> group (there is a <u>range</u>).

(b) Go through as many incidents as you feel are necessary to help people become sensitive to discrimination, both overt and covert samples, conscious or unconscious, intended or inadvertent.

INCIDENTS

A McKinley Junior High School, a largely black and Mexican-American (Chicano) school, has implemented an etiquette program. The program is designed by the home economics teachers who are black, Mexican-American and white. The program attempts to introduce current societal polite forms of making introductions, responding to invitations, dating conventions and entertaining. In this way the teachers hope to introduce all students, particularly the low-income ones who are mostly black and Mexican-American, to social skills.

B A black girl in the 7th grade, potentially a good student, is not performing at her capacity, constantly tardy to classes, etc. After several conferences with the girl, the mother and father came in and met with six of her teachers in a group. The father teaches black Studies. He orated for an hour and a half, the gist of which was white teachers cannot teach black children.

C The principal with an all-white staff in a changing neighborhood school (75% white, 25% black) is only recruiting at black colleges until black staff members are hired.

D The following exchange has taken place in an all-Black inner-city elementary school between a boy, James, and his teacher, Mrs. Boggs. Mrs. Boggs is black.

James: I sorry dat I late. He came over dere slap me in my face/ I took da' bottle an' trew on at 'im.

Mrs. B.: Don't be late again. Who was the boy?

James: A boy name' Gonny. I didn' know him den.

Mrs. B.: Well, you can sit down now. See if you can't use good English the next time.

E There is a choice of a holiday and a committee of students must make a choice between Dr. Martin Luther King and Washington's birthday.

Number of people on committee: 2 blacks, 1 Latin, 4 whites
Washington wins: 4 to 3 vote

F Mrs. Smiley is a teacher in an integrated fifth grade. She tries to treat all children equally and enjoy her students. At a party recently when someone asked her how many black students she had, she responded, "I don't know. I've gotten to know them all so well, I don't see them as blacks."

THE NEW SOCIETY

GOALS:

(1) To gain insight into how race, age, sex, cultural, and other preconceptions operate in one's experience.

(2) To create an awareness of the survival values which influence individuals.

(3) To help participants differentiate between survival values and the superficial values which are most often thought to influence the behavior of individuals.

(4) To provide an experience whereby participants can reflect on how their values are affected by participating in group decision-making.

GROUP SIZE: Forty (40); subgroups of about eight (8) participants

TIME REQUIRED: Two hours

PHYSICAL SETTING: Large room with movable chairs

GRADE LEVEL: Senior high school and adults

PROCESS:

(1) Facilitator gives a brief introduction to prepare group for this experience.

(2) Facilitator distributes The New Society decision form and reads the individual instructions with the participants. Participants should take about ten (10) minutes to complete the individual task.

(3) Facilitator should divide the total group into subgroups of about eight (8) participants per group.

(4) Facilitator should read the group instructions with the group and clear up any procedural questions.

(5) Subgroups should move to work areas and work at making seven (7) selections for approximately 45 minutes.

(6) Facilitator should distribute The New Society summary sheet and the instruction sheet. Facilitator should read the individual instructions with the subgroups and allow sufficient time for participants to complete the task.

(7) Facilitator should read the group instructions on the instruction sheet and have them complete The New Society

summary sheet as instructed. Facilitator should allow sufficient time for the groups to complete the task.

(8) Group members should complete the final individual task as instructed on the instruction sheet.

(9) Subgroups should report the group events to the total group and facilitator should document on newsprint or chalkboard the selections.

MATERIALS:

Pencil or pen
Newsprint and marker or chalk and chalkboard
Copies of: (1) New Society-Decision form
(2) New Society-Summary sheet and instruction sheet

QUESTIONS FOR DISCUSSION:

(1) What pattern(s) developed on the summary sheet?

(2) Did individuals maintain any consistency between individual decisions and group decisions?

(3) Are the individual and group decisions receiving top priority representative of some values which could be termed "basis" or "survival values"?

(4) Are there any values which were not identified or received no circles or check marks? Could these values be termed "secondary values"?

Prepared by Theodore Wright

NEW SOCIETY - DECISION FORM

INDIVIDUAL INSTRUCTION: **Select 7 of the 15 people listed below to help you develop a new society.** These seven and you will represent the only known humans in existence. The seven and you must have the skills and resources to survive and build a new society.

GROUP INSTRUCTION: **Your group must make a unanimous decision about the seven people selected to form the new society. The group must agree upon a sound rationale to support the** seven selections made by the group.

( )	Wali Washington	20, black, former high school honor student and basketball star, dope peddler and pimp, good health, 3 illegitimate children.
( )	Dr. Robert Gordon	57, white Nobel Peace Prize in the field of medicine, bad drinking problem.
( )	Sarah Bradley	43, white, missionary nurse, good health (barren).
( )	Rita Gomez	21, Spanish American, Roman Catholic, 10th grade education, married at 15 and divorced at 17, restaurant waitress, part-time prostitute, grew up in foster home, good health.
( )	Esther Gomez	6 weeks old, Spanish American, good health, nursing for food.
( )	Dr. James Bonner	42, white, college professor, PhD in philosophy, married, 1 child, has experimented with LSD.
( )	Mrs. Theresa Bonner	39, white, Jewish convert, master's degree in guidance and counseling, active in the community, married, 2 children (1 illegitimate, Jennifer).
( )	Jennifer Bonner	17, white, Jew, IQ 65, enjoys growing things and caring for animals, adopted daughter of Dr. Bonner, good health.
( )	James Bonner, Jr.	12, white, honor student, whiz in mathematics and astronomy, guru, vegetarian.
( )	Martha Thompson	31, black, Protestant, MA in home economics, syndicated nutrition columnist, good health, active lesbian.
( )	Stanley Pawlowski	20, white, IQ 160, Symbionese Liberation Army leader, good health, Political Science major, Viet Nam veteran.

( )	Ted Wesley	24, black, 4-year medical student, Catholic, arrested for child molesting, homosexual.
( )	Hector Morales	30, Spanish-American, BS & MA in education, Teacher of the Year Award, divorced, four children, smokes pot, good health, political activist, Zen Buddhist.
( )	Ruby Smith	27, black, Protestant, electronics engineer, ecology fanatic, good health, has difficulty relating to people, especially men.
( )	Erica Swensen	53, white, Protestant, expert auto mechanic, able to fix most things.

INSTRUCTIONS FOR THE NEW SOCIETY

SUMMARY SHEET INDIVIDUAL INSTRUCTIONS

1. Place a check beside the names of the people you selected to help you form a new society.

2. Read the columns next to the names of the people you selected. Place a check mark in the appropriate columns which best reflect the issues which influenced your decision to select these people.

3. Tally the number of check marks at the bottom of each column.

GROUP INSTRUCTIONS

1. The group should discuss the seven people they have selected and place a small circle in the appropriate columns which best reflect the issues which influence your group's decisions.

2. Tally the numer of small circles at the bottom of each column.

INDIVIDUAL INSTRUCTIONS

1. Write the five issues which received the most check marks (individual selections).

2. Write the five issues which received the most small circles (group selections).

3. Compare the individual and group selections.

THE NEW SOCIETY SUMMARY SHEET

NAME	RACE	RELIGION	OCCUPATION	HEALTH	AGE	INTELLIGENCE	MORALITY	SEXUALITY	SEX	VOCATION (SKILLS)	INSTITUTION (FAMILY)	POTENTIAL
Walt Washington												
Dr. Robert Gordon												
Sarah Bradley												
Rita Gomez												
Esther Gomez												
Dr. James Bonner												
Mrs. Theresa Bonner												
Jennifer Bonner												
James Bonner, Jr.												
Martha Thompson												
Stanley Pavlowski												
Ted Wesley												

THE NEW SOCIETY SUMMARY SHEET (continued)

NAME	RACE	RELIGION	EDUCATION	HEALTH	AGE	INTELLIGENCE	MORALITY	SEXUALITY	SEX	VOCATION (SKILLS)	INSTITUTION (FAMILY)	POTENTIAL
Hector Morales												
Ruby Smith												
Erica Swenson												
Total Number of Check Marks (Individual Selections												
Total Number of Small Circles (Group Selections)												

5 Issues Receiving the Most Check Marks (Individual Selections)

1. _____
2. _____
3. _____
4. _____
5. _____

5 Issues Receiving the Most Small Circles (Group Selections)

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise Designed By:
Theodore H. Wright

Characters Developed By:
Lee H. Wesley & Theodore H. Wright

VALUES INTERGROUP CONFRONTATION

GOALS:

(1) To clarify one's own value system.

(2) To explore values held in common within diverse cultural groups.

(3) To study differences existing between groups.

(4) To begin to remove stereotypes held by members of different groups.

GROUP SIZE: Unlimited. There should be identifiable subgroups of five - to-eight whose values might be expected to differ, such as males and females, blacks and whites, older and younger, staff and management, etc. (The more mixture, the better.)

TIME REQUIRED: Approximately one and one-half (1 1/2) hours

MATERIALS:
Note cards for each participant
Newsprint, felt-tip markers, and masking tape
Pencil for each participant

PHYSICAL SETTING: Room with movable chairs

GRADE LEVEL: Junior high school to adult

PROCESS:

(1) Members are passed a note card and asked to write down ten (10) things that are important to each person in their life. (What each wants in life in a word or phrase.)

(2) Members are asked to predict differences among other cultural groups represented in the group. Write these on the card.

(3) Members share in subgroup their "predictions" and why. Discussion and actual sharing.

(4) Members match individual cards with the paper "Basic Human Needs."

(5) Discussion of common values and value (lifestyles, goals, etc.) differences, conflicts, etc.

FURTHER REFERENCES

Organizations

NATIONAL TRAINING LABORATORIES (NTL)
NTL Institute
P.O. Box 9155
Rosslyn Station, Virginia 22209

UNIVERSITY ASSOCIATES
P.O. Box 80637
San Diego, California 92138
Telephone: 714/224-3444

(Two of the most intensive and extensive professional development institutions in human relations training, publications, and consultant services; write for bibliography.)

Publications

ETHNICITY: AN INTERDISCIPLINARY JOURNAL OF THE STUDY OF ETHNIC RELATIONS
Academic Press, Inc.
111 Fifth Avenue
New York, N.Y. 10003

A HANDBOOK OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING, Vols. I-IV

1972 ANNUAL HANDBOOK FOR GROUP FACILITATORS (Looseleaf Notebook & Hardcover)

1973 ANNUAL HANDBOOK FOR GROUP FACILITATORS (Looseleaf Notebook & Hardcover)

1974 ANNUAL HANDBOOK FOR GROUP FACILITATORS (Looseleaf Notebook & Hardcover)

LEADERSHIP AND SOCIAL CHANGE (Paperback & Hardcover)

INSTRUMENTATION IN HUMAN RELATIONS TRAINING (Paperback & Hardcover)

DYADIC ENCOUNTER (Minimum order: 12 copies)

DIALOG: A PROGRAM FOR DEVELOPING WORK RELATIONS (Minimum order: 12 copies)

All of the above are available from:

University Associates
P.O. Box 80637
San Diego, California 92138

PART III

DECISION-MAKING AND VALUE STRATEGIES FOR A MULTI-ETHNIC CURRICULUM

III. DECISION MAKING AND VALUE STRATEGIES FOR A MULTI-ETHNIC CURRICULUM

Ethnic studies curriculum is at a crucial stage in its development. While many educators have begun to realize the importance of ethnic studies for the students, a void exists when the teacher attempts to implement it into the existing curriculum. This void has often been filled with ethnic names, dates, and trivia, much to the disappointment of students.

In order for ethnic studies to grow into a desired educational goal, it is mandatory to present the necessary cognitive material, while simultaneously challenging the student's mind and attitudes toward the subject matter--this will engage process skills, or the affective side of education, as well. The use of strategies and techniques that introduce decision-making and value clarification skills is one alternative that has been successful for educators dealing with teaching ethnicity.

The decision as to which of the following activities should be used must be left to the classroom teacher. Some are obviously more sophisticated than others, while some have a greater potential of leading the students into areas of controversy and possible conflict. The teacher should elect the appropriate strategies in which he/she feels most comfortable in presenting and which compliment the maturity level of the students.

Decision making (the process by which one makes decisions) is an integral part of the educational goals of most schools, and one that the Illinois Office of Education endorses. When one studies the role and contributions of ethnic and minority groups within the United States, the cognitive material can readily encourage the students to examine the difficult decisions that so often faced America's ethnic groups. When approaching

the subject matter in this way, it invites the student to examine his/her values and decision-making skills toward that particular issue.

The decision-making process consists of essentially three fundamental steps:

1. EXAMINING ALTERNATIVES. When studying an issue it is essential for the student to explore as many alternatives to that issue as possible. So often, the impression is given that there are only two or three alternatives, when in fact many more are available. Unless the student is cognizant of all the alternatives before him or her, the decision-making process is hindered.

2. EXAMINING POSSIBLE CONSEQUENCES. When the alternatives to an issue have been explored, the next step is to examine the possible consequences that may occur. If the student advocates alternative A, what will be the likely consequences that will develop? After the student has studied all the consequences, he or she is in a better position to choose an alternative which is best for him or her.

3. PUBLIC AFFIRMATION. After the student has examined the alternatives and consequences and decided what is best for him or her, it is important that the process begin to allow the student to affirm his or her position. As vital as the first two steps are, it is equally important that the student express his/her reasons and beliefs for his or her decision. This encourages the student to clarify in his or her mind his or her position toward an issue and allows the remainder of the class to hear the different positions.

The following section is intended for the classroom teacher. Several strategies have been included which encourage at least one of the three

previous steps to take place. All have been designed around ethnic cognitive material and may be used to complement what teachers are already using in the classroom.

Learning "springboards" that assist the teacher in delving into ethnic curriculum are also included. These "springboards" consist of such things as contemporary cartoons, political cartoons, short stories, music, etc., which often are helpful in understanding a difficult subject.

This section is not intended as a final answer to ethnic curriculum but rather as a "brainstorm" of learning activities, and alternative methods. Teachers are encouraged to reproduce any of the activities or improvise from them in order to adjust them for their particular classroom needs.

These strategies were borrowed liberally from primarily two sources: Values Clarification: A Handbook of Practical Strategies for Teachers and Students by Sidney B. Simon, Leland W. Howe, and Howard Kirscenbaum which presents a myriad of teaching strategies which can be easily adopted around ethnic content; and James Banks' Teaching Strategies for Ethnic Studies, which not only provides a sound pedagogical framework from which to work, but also many useful strategies for the classroom teacher.

VALUE VOTING

Purpose

Voting provides a simple and very rapid means by which every student in the class can make a public affirmation on a variety of value issues. It develops the realization that others often see isues quite differently than we ourselves do and legitimizes that important fact.

Procedure

The teacher reads aloud one by one questions which begin with the words, "How many of you. . .?" For example, "How many of you have a close friend of another race?" After each question is read the students take a position by a show of hands. Those strongly in favor of the statement raise their hands and wave them vigorously, while those just in favor of the statement simply raise their hands. If a student strongly disagrees with the statement he/she points his/her thumb down and moves it vigorously in a circle, while those who simply disagree put only their thumbs down. If a student is undecided or simply wishes to pass and not publicly affirm their position, they can fold their arms.

Examples

"How many of you. . .?"

1. ____have had someone from another race to your house for dinner or to play?
2. ____think you are racially prejudiced?
3. ____if a slave, would revolt, even if it cost you your life?
4. ____have ever personally witnessed race conflict?
5. ____are in favor of the lettuce boycott sponsored by Caesar Chevaz and the United Farm Workers?
6. ____have ever participated in race conflict?
7. ____would be opposed to a black family moving into your neighborhood?
8. ____believe the United States policy of Indian removal was unfortunate, but necessary for the development of this country?
9. ____believe that Indians are in control of the Bureau of Indian Affairs?
10. ____believe the evacuation of Japanese-Americans into detention camps was an unfortunate but necessary act on the part of the Government?

11. ____think more Federal aid should be given to welfare programs?

12. ____would want black students to come to an all-white social function?

13. ____believe that more free blacks should have participated in the back-to-Africa Movement during the pre-Civil War period?

14. ____believe that the Texans were justified in declaring and fighting for their independence from Mexico?

15. ____that reservation schools, run by the government, are helpful to the Indians attending them?

16. ____would have been willing to join Martin Luther King fight discrimination by joining a sit-in in the South?

17. ____would be willing to picket A & P to attempt to pursuade people not to shop there because of their treatment of the U.F.W.?

18. ____would want white students to come to an all-black school?

19. ____think that women should stay home and be primarily wives and mothers?

20. ____would be willing to be bused to another school if it helped achieve racial balance?

21. ____agree with the philosophy of W. E. B. DuBois?

22. ____agree with the philosophy of Booker T. Washington?

23. ____agree with the philosophy of Marcus Garvey?

24. ____would prefer a girl or a boy to marry someone from her/his own race?

25. ____would actively participate in a fair housing movement in your community if someone got the ball rolling?

26. ____agree with the American Indian Movement and its attempted takeover of Wounded Knee, South Dakota?

27. ____believe the race riots of the 1960's helped the blacks in their fight for equality?

28. ____think the government should help support day-care centers for working mothers?

29. ____think that parents should be subsidized to pick any school they wanted for their children?

30. ____would not hesitate to marry someone from a different religion? From another race? Ethnic group?

31. ____have a best friend of the opposite sex?

32. ____think that girls and boys should be in separate classrooms?

33. ____think that it is all right for girls to play with Hot Wheels?

34. ____think that it is all right for boys to play with Barbie dolls?

35. ____agree that the railroad was right in building its tracks across Indian land?

36. ____believe the Chinese Immigration Law of 1882 was necessary to stop the flow of Chinese to America?

37. ____would have joined Nat Turner, if you had the opportunity?

RANK ORDER

Purpose

Each day of our lives we must make choices between competing alternatives This strategy gives students practice in choosing from among alternatives and publicly affirming and explaining or defending their choices. It demonstrates simply and clearly that many issues require more thoughtful considerations than we tend to give them.

Procedure

The teacher explains to the class that many times we have to make decisions among competing alternatives and that this often requires a value judgment. The teacher will then give the students three (or four) alternative choices for responding to each question and asks them to rank order these choices according to their own value-laden preferences.

The teacher then reads a question; writes the choices on the board, and calls upon six to eight students in turn to give their rankings. Each student quickly gives her or her first, second and third (or fourth) rankings. Of course, students may say, "I pass." After the six to eight students have responded to a question, the teacher may give his or her own rankings. Then a class discussion may follow, with students explaining their reasons for their choices, even if they weren't among the original six to eight to speak.

Examples

1. Which would you rather be?

   _____ an American black
   _____ an African black
   _____ a European black

2. Which death do you consider the greatest loss?

   _____ Martin Luther King's
   _____ Malcolm X's
   _____ Medger Ever's

3. Which would you most like to see?

   _____ integration of the races
   _____ separate nations for different races
   _____ separate areas within existing communities for each race and/or nationality